**University of West Alabama**

**COE**

**5E Lesson Plan**

|  |
| --- |
| Teacher: Abby Lewis  Date: 04/03/18  Subject area/course/grade level: Math/First Grade  Materials: Voki Hook video, YouTube, Engage NY, ELMO, Promethean Board, Draw app, Ipad, Rubrics, PowerPoint  Standards:  **ISTE 1c:** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.  **ISTE 5d:** Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.  **[1-OA1]:** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1-OA1]  Objectives: Make combinations of 9  Differentiation Strategies:   * Specialized keyboards with large type keys * Specialized keyboard that requires no pressure to select a key * Additional practice with partner * Small group table time |

|  |
| --- |
| **ENGAGEMENT:**  The teacher will begin the lesson by doing a number talk with a video counting to 20 to get the students thinking about numbers and ready to begin the math lesson.  <https://www.youtube.com/watch?v=u-FVERzap9E>  The teacher will then introduce the lesson by introducing the number 9 with a YouTube video telling them about number pairs of 9.  <https://www.youtube.com/watch?v=ZoOrRWYtv9c> |
| **EXPLORATION:**  Now that students know what number they will be using, the teacher and students will work together to find all possible combinations to make 9 when adding by doing turn and talks with a partner on the carpet to come up with all possible combinations and list them on their personal whiteboard on their Ipad. Students will be called up to list all possible combinations of making 9.  0+9=9  1+8=9  2+7=9  3+6=9  4+5=9  5+4=9  6+3=9  7+2=9  8+1=9  Assessment  Now that students know the possible combinations for creating the number 9, the students will be given their number bond template and an expo marker and students will work in teams playing the number bond scoot game. The YouTube video will give students the direction and the teacher will pause the video at the necessary stopping points.  <https://www.youtube.com/watch?v=9lI40GL_YHk> |
| **EXPLANATION:**  This is an Engage NY Google slide lesson on the number 8 and 9 that the teacher will use to clear up any misconceptions so that students will understand the content. In the slide, the teacher will pose higher order thinking questions while working through problems and then again while debriefing from the lesson. (The teacher will print the templates needed in advance to starting this activity.) The teacher does not have to cover every slide in the lesson, just touch on what he/she thinks needs reiterating.  <https://docs.google.com/presentation/d/1xrgt8qsl1m5-7kssT8GhLunniWG6sZmYejhUK9qeBrs/edit#slide=id.g14d97a28f9_1_83> |
| **ELABORATION:**  Students now know their number combinations up to 9. The students will break into their groups (blue green and yellow) and complete given task.  Blue group will create a PowerPoint presentation using word problems and math facts that equal 9.  Yellow and green group will be directed to get out their Ipads and click on the app “math blast” and work on finding the whole that matches the parts on the rocket ship. The teacher will walk around and supervise to make sure students are staying on task and helping them with whatever questions that they may have. The teacher will know how many students have gotten correct by the score that is being kept at the top of the math blast game.  IMG_2611IMG_2610  Assessment  Once students complete their group activities, students will have the PowerPoint pushed out to all of their Ipads and they will work to understand combinations of 9.  \*\*The teacher is able to lock the Ipads by slide and give students time to work the problems before continuing to the next slide to view the answer. |
| **EVALUATION:**  **Group assignment Rubric for Day 2 adapted from rubric-maker.com**  **teamwork_elementary**  **Assessment and Rubric were adapted from Engage NY Module 1 Mid-Module Assessment but edited to fit the means of this assessment. The assessment covers information from day 2 lessons.**  Name Date  1. There were 5 boys at Jake’s party. Some more came after basketball practice. Then, there were 9. How many boys came to Jake’s party after basketball practice?  a. Draw a picture to help you solve the problem.  b. Draw a complete number bond that goes with this story.  c. Write an addition sentence to match this story.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  | | --- | --- | --- | --- | --- | | A Progression Toward Mastery | | | | | | Assessment Task Item | STEP 1 Little evidence of reasoning without a correct answer.  (1 Point) | STEP 2 Evidence of some reasoning without a correct answer.  (2 Points) | STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points) | | 1  1.OA.1 1.OA.5 1.OA.8 | The student is unable to represent the problem with pictures or is disorganized with the symbols, digits, and structure and writes an inaccurate number bond and number sentence. | The student draws an incorrect picture with an equation and number bond that may or may not match the incorrect picture. | The student draws and solves the add to with change unknown problem correctly  (4 more boys came to the party) but is unable to write an addition equation or number bond to match the problem.  OR  The student writes an equation and number bond (using 9, 5, and 4) but cannot explain his thinking using pictures to solve the add to with change unknown problem. | The student correctly   * ▪Draws a picture to solve the add to with change unknown problem and determines that   4 more boys came to the party.   * ▪Makes a number bond with 9, 5, and 4. * ▪Writes an addition equation (9 = 5 + \_\_, 5 + \_\_ = 9, etc.). |   Lesson 1 |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.